

Appendix-16
Resolution No. 27 {27-1 (27-1-1)}

DEPARTMENT OF ANTHROPOLOGY

SEMESTER-VI

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SEMESTER-VI

Bachelor of Science (Hons) Anthropology

SEMESTER-6

DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16)

Human Population Genetics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Human Population Genetics	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To understand the basic tenets of human population genetics
2. To learn the concepts of evolutionary forces and their applications
3. To understand the role of human genetic variation in shaping current population structure

Learning Outcomes

The students will be able to:

- develop basic understanding of genetic principles of human populations
- understand the concept of polymorphisms and its applications in understanding genetic structure of human populations
- develop an idea of different types of evolutionary forces
- understand the role of genetic variations in studying human populations

Syllabus:

Unit-1 (10 Hours)

Landmarks in the history of population genetics, Concept of genetic polymorphism; haplotypes and haplogroups; transient, balanced polymorphisms; single locus versus multi-locus inheritance and population structure

Unit-2 (11 Hours)

Genotypic and allelic frequencies, assumptions of Hardy-Weinberg equilibrium, and its applications

Unit-3 (12 Hours)

Concept of Mutation, Natural Selection, Genetic drift, Gene flow, admixture and inbreeding

Unit-4(12 Hours)

Models explaining the maintenance of genetic polymorphism (Relationship between sickle cell and malaria, X-linked polymorphism and selection relaxation hypothesis)

Practical (30 Hours)

1. Blood group typing-ABO; MN and Rh (D) blood groups
2. Color Blindness
3. Blood Collection, sample transportation
4. Plasma and RBC separation and storage in field

References

1. Vogel F. and Motulsky A.G. (1996). Human Genetics: Problems and Approaches. Springer, 3rd revised edition.
2. Cooper DN and Kehler-Sawatzki H. (2008). Handbook of Human Molecular Evolution. John Wiley & Sons, volume-2.
3. Lewis R. (2009). Human Genetics: Concepts and Applications 9th Edition. The McGraw–Hill Companies, Inc.
4. Patch C. (2005). Applied Genetics in Healthcare. Taylor & Francis Group
5. Templeton A. R. (2018). Human Population Genetics and Genomics. Academic Press.

Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting research in human population genetics. Process will involve lectures, assignments, class-room discussions, laboratory experiments and appropriate inference of results and practical file preparation.

Assessment Methods

Theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the laboratory-based experiments, inference of results and practical file preparation.

Keywords

human genetics, DNA, genetic structure, human evolution, natural selection, genetic drift

DISCIPLINE SPECIFIC CORE COURSE -17 (DSC-17)

Tribes of India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Tribes of India	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

The course is designed to help students understand the contested and problematic nature of the term 'tribe' and its definitional attributes. It also seeks to elucidate pressing issues faced by the tribes in India by focus on the contemporary issues, challenges and crisis that confront the rural and tribal communities in India.

Learning Outcomes

At the end of the course, the student will be able to :

- comprehend the nature and concepts of tribe and indigenous communities in comparison to caste societies.
- understand critical issues, problems and challenges related to tribal societies both in historical and contemporary perspectives.
- understand the challenges of tribal development and associated solutions.

Syllabus:

Unit 1: On the concept of tribe (10 Hours)

Concept and approaches to the study of tribes; classification, distribution and cosmogeny of tribes in India; Scheduled Tribes, *Adivasi* and Indigenous people; Particularly Vulnerable Tribal Groups, De notified communities

Unit 2: Tribes and institutions (11 Hours)

Kinship system, types of family, rules of marriage, tribal polity and governance, subsistence economy and tribal market, tribal religion: nature-man-spirit complex, Gender and Tribe

Unit 3: Issues in Tribal Development (12 Hours)

Problems of tribal communities in different parts of India; Displacement and Rehabilitation. Protest movements; Modernization, Globalization and Tribal Transformation

Unit 4: Tribes and Policy (12 Hours)

National Tribal Policy; Forest Rights, Food security, land acquisition, mining, tribal migrants

Practical (30 Hours)

The students shall prepare comprehensive project based on short fieldwork or from secondary sources on different dimensions of tribal life.

References:

1. Bailey, F.G. (1960). *Tribes, Caste and Nations*. Manchester University Press
2. Bhandari, J. S., and Subhadra Channa. (1997). *Tribes and government policies*. New Delhi: Cosmo Publications.
3. Channa, Subhadra Mitra. (2020). *Anthropological Perspectives on Indian Tribes*. New Delhi: Orient Blackswan Private Limited.
4. Chaudhury, Sukant K., and Patnaik, Soumendra Mohan. (2008.) *Indian Tribes and the Mainstream*. New Delhi. Rawat Publications.
5. Fürer-Haimendorf, Christoph von. (1985). *Tribal populations and cultures of the Indian subcontinent*. Handbook of Studies Oriental Leiden: E.J. Brill.
6. Miri, Mrinal. (2003). *Identity and the moral life*. New Delhi: Oxford University Press.
7. Vidyarthi, L.P.(2011 online). *The Maler : A study in Nature-Man -Spirit Complex of a Hill Tribe* (Bookland : Calcutta 1963) Cambridge University Press (Online)
8. Xa-xa, Virginius. (2008). *State, Society, And Tribes: Issues In Post-Colonial India*. New Delhi: Dorling Kindersley (India)

Teaching Learning Process

Lectures and Discussions
Seminars and Presentations

Assessment Methods:

Practical assignments/ project reports; theory, and practical examination at the end of term.

Keywords:

Scheduled Tribe, Caste, Tribal Development, Tribal Policy, Indigenous People

DISCIPLINE SPECIFIC CORE COURSE -18 (DSC-18)
Anthropological Fieldwork

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Anthropological Fieldwork	04	02	Nil	02	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course objective

To train students to apply the methods and techniques of fieldwork in actual field situation to understand social problem and lived realities in a tribal or a rural community.

Learning Outcomes

The students will be able to:

- apply the theoretical perspectives in actual field situation and systematically undertake a study on an anthropological problem.
- write a report based on the field data using qualitative and quantitative methods.

Syllabus:

UNIT 1. Identification of a community for fieldwork, collection of secondary information and preparation of field statements, designing the field study, identification and formulation of research tools, pre-testing and standardization of research tools. **(07 Hours)**

UNIT 2. Survey methods: formation and administration of household census to collect data on socio-economic and biological variables. **(07 Hours)**

UNIT 3. Ethnographic methods: Team Ethnography, rapport establishment, categories of respondents, sources of data, maintaining field diaries and field notes, ethical considerations **(08 Hours)**

UNIT 4. Collection of data on biological variables and their analyses. **(08 Hours)**

Practical (60 Hours)

Students are required to apply these techniques and methods in real social context to have variable experience and make sense of how to use them in research context.

Students will undertake fieldwork of 10-12 days to any rural or tribal area and explore significant dimensions of the community life involving anthropological techniques.

Students are required to submit a dissertation based on the fieldwork taking into account cultural and biological variables.

References:

1. Brewer, John David. 2000. *Ethnography: Understanding Social Research*. Open University Press.
2. O'Reilly, Karen. 2012. *Ethnographic Methods*. Routledge.
3. Patnaik, Soumendra M. *Doing Team Ethnography*. 2006 *The Eastern Anthropologist* 59 (3-4): 295-319.
4. Srivastava, Vinay Kumar. 2004. *Fieldwork and Methodology*. Oxford University Press. New Delhi
5. Madan, T. N., Beteille, André. 1975. *Encounter and Experience - Personal Accounts of Fieldwork*. Vikas Publishing House.

Teaching and Learning process:

Lectures and Discussions, Field visits, Presentations

Assessment methods: Viva voce examination based on submitted dissertation.

Keywords: Ethnography, Field study design, field research tools, report writing

DISCIPLINE SPECIFIC ELECTIVE COURSE -12 (DSE-12)
Research Methods in Anthropology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Research Methods in Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To understand the process of designing an effective research study in anthropology
2. To learn the qualitative and quantitative methods used in anthropological research
3. To learn the appropriate ways of scientific writing

Learning Outcomes

The students will be able to:

- understand how to formulate research problem and able to frame it for the purpose of research
- use qualitative and quantitative methods used in anthropological research
- know the ways of scientific writing and sensitive to ethical issues such as intellectual honesty and plagiarism.

Syllabus:

Unit-1: Research Designs (09 Hours)

Types of Research Design- Exploratory, Description and Experimental, Formulation of research problem, hypothesis, review of literature and conceptual framework

Unit-2: Ethnographic research (09 Hours)

Ethnographic and survey research distinguished, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment, identification of representative categories of informants, maintenance of field diary and logbook

Unit-3: Tools and techniques of data collection (09 Hours)

Formulation of questionnaire, interview schedule and interview guide, types of Interview - structured, unstructured and semi-structured, observation and its types, participant observation, Focused Group Discussion, key informant interview; Case Study, life history and genealogy.

Unit-4: Ethics and Human Research (09 Hours)

Ethical issues in social science and human subject research.
Concepts, guidelines and practice

Issues of Plagiarism, conflicts of interest and publication ethics

Unit-5: Bio-Statistics and its Applications (09 Hours)

Types of variables, Measures of Central Tendency, Measures of Dispersion, Skewness and Kurtosis and Normal distribution; Concept of metanalysis.

Geospatial mapping and use of satellite data in anthropological research

Practical (30 Hours)

Project report based on data collection related to anthropological topic.

References

1. Madrigal L. 2010. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012. Zar JH. Biostatistical Analysis. Prentice Hall.
2. Bernard H.R. 2006 Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications.
3. Emerson RM, Fretz RI and Shaw L. 1995. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press.
4. Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.
5. Patnaik , Soumendra Mohan 2013 . Ethical Debate in Development Discourse in India : Towards Formulation of Universal Ethical Guidelines . Developmental Anthropology ; *Entwicklungsethnologie* Vol 21 no 1&2 Hamburg /Germany

Teaching Learning Process

The process of learning will involve acquisition of disciplinary knowledge and understanding of skills required for anthropological research. Process will involve lectures, project based learning, designing a research study, data collection with the help of fieldwork and report submission.

Assessment Methods

Theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the quality of the project report submitted by the student (i.e., involvement of the student in every aspect of the report preparation for example, development of tools for data collection, fieldwork, data entry, analyses and writing).

Keywords

Research, anthropology, ethnography, biostatistics, ethics

DISCIPLINE SPECIFIC ELECTIVE COURSE -13 (DSE-13)
Kinanthropology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Kinanthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

1. To provide the applied knowledge of biological anthropology in an inter-disciplinary framework with respect to performance, exercise and nutrition.
2. The course equips theoretical & applied aspects of kinanthropology.

Learning Outcomes

The students will be able to:

- Learn the tools and techniques of kinanthropology that can help understanding growth, exercise, performance and nutrition.
- understand an integrated approach for use in the field of Physical Education, sport, recreation, rehabilitation and physiotherapy.

Unit I: History, Concept and Scope(10 Hours)

History and development of Kinanthropology. Basic concept and techniques. Scope and relevance

Unit II: Kinanthropology and other disciplines(11 Hours)

Relevance of kinanthropology in Physical education, sports, public health

Unit III: Tools & techniques in Kinanthropology (12 Hours)

Traditional & modern methods in Kinanthropology

Unit IV: Application of Kinanthropology (12 Hours)

Kinanthropometry, Growth, Exercise, Performance, Nutrition

Practical (30 Hours)

1. **Somatometric measurements:** Stature, Sitting Height, Body weight, Head length, Head Breadth, Head Circumference, Nasal height, Nasal breadth, Total Upper Extremity Length Size, Total Lower Extremity Length, Hand Grip Strength, Skinfold at Triceps, Skinfold at Biceps
2. **Indices:** Body mass index, Relative sitting height, Relative upper extremity length, Relative total lower extremity length, Nasal index, Cephalic index
3. Projects on topics related to kinanthropology. on current issues around innovative ideas.

References

1. Singh, S.P., & Mehta, P. (2009). Human Body Measurements: concepts and application. PHI Learning Pvt. Ltd.
2. Physical activity and Growth by RJ Shephard, 1982 (Mosby).
3. Singh I.P., & Bhasin, M. K. (Digital version 2008). Anthropometry. Kamla-Raj Enterprises.
4. Renson,R. (1989). From Physical Education to Kinanthropology: A Quest for Academic and Professional Identity. QUEST (41) 235-256.
5. Human Body Composition by Heymsfield, Lohman, Wang and Going. 1996 (Human Kinetics).
6. Human Body Composition by Heymsfield, Lohman, Wang and Going. 1996 (Human Kinetics).

Teaching Learning Process

Classroom teachings, Seminars and presentations, Practical classes, Workshop

Assessment Methods

Theory and practical examinations (including practical records)

Keywords: Kinanthropometry, physical fitness, sports, human growth, exercise

DISCIPLINE SPECIFIC ELECTIVE COURSE -14 (DSE-14)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Psychological Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objective

The course examines the cultural, evolutionary and psychological basis of human behaviour. It attempts to bring in the cultural basis of some of key psychological concepts like self, identity, emotion, and others that influences human cognition and behaviour and the psychological basis of cultural behaviour, it also looks at cultural aspects of Mental disorders.

Learning Outcomes

The course would enable the students to:

- understand the cultural, evolutionary and the psychological basis of the key concepts of mind, body and culture.
- comprehend the universals in human behaviour and how these universals are influenced by the culture and other factors.

Unit1. Concepts of Human Nature, Body, Brain, Mind and Culture. **(10 Hours)**

Foundations of human behaviour: cultural, evolutionary and psychological dimensions.

Unit 2: Culture and Personality Studies; Basic personality, Modal personality, National Character studies **(11 Hours)**

Unit 3: Concepts of Self, Identity, Emotions **(12 Hours)**

Unit 4: Psychiatric anthropology and mental wellbeing; Altered states of consciousness: spirit possession, shamanism and faith healing **(12 Hours)**

Practical (30 Hours)

1. Students are required to conduct interviews and assess the psychological profile of the respondents in given cultural context.

2. Exploration of issues pertaining to the idea of personhood, interpersonal relationship and cultural orientations in the life of the respondents.
3. A brief report is to be prepared on any specific topic having relevance to psychological anthropology.

Suggested Readings:

1. Imgham, J. M. (1996). *Psychological Anthropology Reconsidered*. Cambridge: Cambridge University Press.
2. Eller, J.D. (2019). *Psychological Anthropology for the 21st Century*. NY and London: Routledge
3. Shweder, Richard A. and Robert A. LeVine, eds. (1984). *Culture Theory: Essays on Mind, Self and Emotion*. Cambridge: Cambridge University.
4. Spiro, Melford E. (1987). *Culture and Human Nature: Theoretical Papers of Melford E. Spiro*. Benjamin Kilborne and L.L. Langness, eds. Chicago: University of Chicago Press.
5. Strauss, Claudia and Naomi Quinn (1997). *A Cognitive Theory of Cultural Meaning*. Cambridge: Cambridge University Press.
6. Nayar, Mahima. (2018). *Against all odds: Psychosocial distress and healing among women*. New Delhi: Sage Publications
7. Mathur, Nita. (2002). *Cultural rhythms in emotions, narratives and dance*. New Delhi: Munshiram Manoharlal

Teaching Learning Process

Lectures and Discussions, Seminars and Presentations

Assessment Methods:

As per University Rules

Keywords:

Emotions, Identity, Altered states of consciousness, personality, shaminism

DISCIPLINE SPECIFIC ELECTIVE COURSE -15 (DSE-15)
Post Holocene Cultural Adaptations of India and Europe

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Post Holocene Cultural Adaptations of India and Europe	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

- The course aims to understand the cultural adaptations of societies in India and Europe with the help of archaeological and cultural remains.

Learning Outcomes

- By studying this course, students will be able to understand the landscape of archaeological sites and their relevance in studying cultural adaptations in prehistoric societies in Europe and India.

Syllabus

Unit I (10 Hours)

Introduction to Holocene Epoch: Geo-chronology, climate change, fauna and flora

Unit II (11 Hours)

Mesolithic Culture of India at Bhimbhetka, Adamgarh, Bagor, Langhnaj and Sarai Nahar Rai.

Rock Art of India

Unit III (12 Hours)

Neolithic Culture of India at Burzahom

Evidences from Ganga Valley and Eastern India, Deccan Neolithic

Unit IV (12 Hours)

Mesolithic Culture of Europe: Different Traditions: Azilian, Maglamosian, Tardenosian

References:

- Bhattacharya, D.K. (1977). Palaeolithic Europe. Netherland: Humanities Press.

2. Hole, F., & Heizer, R. F. (1969). An Introduction to Prehistoric Archaeology. New York: Holt, Rinehart and Winston
3. Bailey, G. and P. Spikins (eds.). (2008). Mesolithic Europe. Cambridge-. Cambridge University Press.
4. Fagan B. M. (2004). People of the Earth: An Introduction to World Prehistory. New Jersey: Pearson Education.
5. Debenath, A., & Dibble, H. (1994). Handbook of Paleolithic Typology. Volume one: Lower and Middle Paleolithic of Europe. Philadelphia: University of Pennsylvania.
6. Champion Timothy, Clive Gamble, Stephen Shenan & Alasdair Whittle (2009) Prehistoric Europe, London: Routledge
7. Bhattacharya, D.K. (2006).An Outline of Indian Prehistory. Delhi: Palaka Prakashan.
8. Sankalia, H. D. (1977). Prehistory of India. Delhi: Munshiram Manoharlal.

Practical/ Assignment/Project Work (30 Hours)

The students are required to submit a comprehensive project report based on the state of art review of secondary literature on significant dimensions of post-holocene cultural adaptations in India and Europe.

Teaching Learning Process

Lectures and Discussions, Seminars and Presentations

Assessment Methods:

As per University Rules

Keywords: Prehistoric archaeology, palaeolithic culture, mesolithic culture